PARENTAL INVOLVEMENT



A parent is... (300.30)

- Natural or adoptive parent of a child
- □ A foster parent
- □ A guardian but not the state if the child is a ward of the state
- An individual acting in the place of a natural or adoptive parent with who the child lives who is legally responsible for the child's welfare

Surrogate parent (300.519)

- □ The LEA shall appoint a surrogate parent when no parent can be identified
- Or be located
- Or child is a ward of the state
- Or child is unaccompanied homeless youth.

Surrogate parent responsibilities

- May represent the child in all matters relating to
 - The identification, evaluation, and educational placement of the child
 - The provision of FAPE to the child
- □ The surrogate must complete a surrogate training program through the Utah Parent Center

LEA Responsibilities to the Parent



Written Prior Notice

- Written Prior Notice to parents is required when the LEA initiates or changes, or refuses to initiate or change:
 - identification
 - evaluation
 - educational placement
 - provision of a free appropriate public education of the student

Written Prior Notice (cont.)

- ☐ This notice must be provided in:
 - Written language understandable to the general public
 - The native language or other mode of communication used by the parent

Opportunity to Participate

- Parents must be notified of their opportunity to participate in meetings regarding:
 - identification
 - evaluation
 - educational placement
 - provision of a free appropriate public education of the student

Notice of Meeting

- Districts/Schools must provide Notice of Meetings to parents with enough advance notice to ensure that parents can participate
- □ A written record must be kept of the district/schools attempts to arrange a mutually agreed on time and place for such meetings

Progress Reports

□ District/school must provide periodic reports of **progress** on **IEP goals** to parents



Parental Consent



District/schools must seek

- □ Consent for evaluation
 - District/school may request due process hearing if parent refuses
- □ Consent for initial placement
 - Required before a student receives <u>any</u> special education and related services
 - If parents refuse, district/schools may not place or serve student in special education

Signatures

When You Sign this Form

Your Signature Means...

Review of Existing Data	You had an opportunity to participate
Consent for Evaluation	You gave permission for the evaluation
Eligibility Determination	You had an opportunity to participate
IEP	You had an opportunity to participate
Consent for Initial Placement	You gave permission for special education and related services to be provided to your child
Release of Information	You gave permission to the district/school to obtain information from the listed agencies

Parental Roles and Responsibilities



Referral and Evaluation

- Make a referral for evaluation for special education if a child is suspected of having a disability
- Provide information about the child's strengths and weaknesses during the evaluation process
 - Academic
 - Social
 - Medical
 - Other

Eligibility

- □ Participate in team determination of eligibility for special education and related services
 - Does the child have one of the disabilities listed in the Individuals with Disabilities Education Act (IDEA)?
 - Does the disability affect the educational performance?
 - Does the child require specialized instruction and related services?

If child is eligible, participate in the development of the:

- □ Individualized Education Program (IEP)
 - statement of present level of performance
 - goals
 - participation in statewide assessment
 - consideration of special factors, including assistive technology
 - extended school year (ESY)
 - services
 - program modifications

Educational Placement

- ☐ The last decision made by the team is where the child will receive the specialized instruction and related services
 - Regular classroom
 - □ With or without part time special education
 - Special Class
 - Separate school
 - Home/Hospital
 - Residential Facility

Least Restrictive Environment (LRE)

- The provisions of the law with respect to LRE require that the team's discussion about where the services will be delivered, always starts with possible placement in the regular classroom with the use of supplementary aids and services
- Each child with disabilities will participate with nondisabled children to the maximum extent appropriate to the needs of that child

Geographic Location

- ☐ The district/school is not required to provide every service in every location within its boundaries
- □ And may determine the geographical location in which the special education services are delivered

Disagreement

- ☐ If there is a disagreement between the parent and the other team members, always try and solve the problem at the lowest level possible
 - Teacher
 - Principal/School Director
 - District level Special Education personnel (if any)
 - Superintendent/Local Charter Board President

Dispute Resolution

- ☐ If the parent believes that a violation of IDEA has occurred, the dispute resolution procedures available:
 - Formal state complaint
 - Mediation
 - Due process hearing